



## Gathering and analyzing information



### Activity

To begin the lesson, the teacher will hand out *The Intelligence Cycle* briefing and discuss its five steps: planning & direction, collection, processing, analysis & production, and dissemination.

After the students understand the intelligence cycle, the teacher should write the following on the blackboard: "Back in my day...." Begin a discussion by asking students how many of them have heard their parents or grandparents use that phrase in conversation and what they learned about their family's past from those reminiscences.

Next, the teacher should ask students to pick a "grown-up" they can interview before the next class and write three paragraphs comparing the student's current day-to-day life to their subject's life at the same age. Discuss what kind of questions would be helpful to ask to see the differences in the student's life compared to their subject's life at the same point.

The teacher should then break the class into smaller groups so students can make up a list of questions to ask to gather the best information. After a few minutes, each group should share their best questions with the class.

### Objective

Students will learn how to plan, gather, and analyze data by providing a simulation of the CIA's Intelligence Cycle—the process used by CIA employees to collect and disseminate intelligence.

*\*This lesson will take place over two class sessions and include a homework assignment*

### Materials

Pen/pencil and paper;  
*The Intelligence Cycle* briefing

### Supplemental materials

1. *Who we are & what we do* briefing



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In addition to the questions that the students come up with, the teacher can provide students with some of the sample interview questions listed below:

- Where did you live?
- What did you study in school?
- What did you do after school?
- What did you do for fun?
- Where did you go with your friends?
- How did you communicate with your friends?
- Family photos can also be sources of information:
  - Where did your relatives vacation when they were younger?
  - How does that compare to where your family vacations now?

In the next class, the teacher should break the class into small groups and have students compare their findings with one another and then have the groups report to the class. Ask students to talk about the process for gathering information and analyzing the data. What would they have done differently? What additional questions should have been asked? What have they learned about their subject's day-to-day lives versus their own? Here are some questions the teacher can ask the students to help them analyze their findings:

- How important is geography?
- Did your subject live in the city, suburbs, or the country going up?
- What role did geography play in how your subject grew up? What about in how you were raised?
- How do people decide where to live and raise families?
- What role do things like extended family, economics, and personal preference play?
- In what way has technology impacted lives of you and your friends today versus when your subject was growing up?
- In what ways have school and education changed from when your subject was in school to your experience now? How has it stayed the same?

GRADE LEVEL	SUBJECTS INVOLVED	TIME
Middle/High school	Social studies/History/English	Two class periods/30-45 min each



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Finally, the teacher should ask the students to write a paragraph about how the intelligence cycle helped, or hindered, their information gathering and analysis in this project. Some questions to consider:

- In what ways were you able to use elements from the intelligence cycle when gathering and analyzing information for this assignment?
- What did this teach you about how the intelligence cycle works?
- Were there elements of the intelligence cycle that were not helpful for gathering and analyzing information? If so, what were they and what was more helpful instead?

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